CASE (Career And Self Exploration) transition planning tool:

- Teacher assisted / student directed curriculum
- Based on the Intensive Psychiatric Rehabilitation model
- Vocational exploration activities and guest speakers from the local business community
- In-school entrepreneurship component provides real world work experience
- Employers gave high ratings to participants’ entry-level work skills
- Participants took increased responsibility for their education and career plans
- Participants became more confident in their potential as workers and community members
- Participants left school with career plans, jobs, and pursuing post-secondary education

Transition Partners Infrastructure Building:

- Started with focus groups to explore what was/wasn’t working with transition
- Transition Resource Team meetings
- Transition “cookbook” for transition planning, beginning with 8th grade
- Multi-county resource directory
- Stakeholder meetings
- Parent support group
- Participants were connected early to VR services
- Participants saw high school graduation as desirable and possible
- Participants left school with clear career plans and ready support
- Adult and community agencies, youth and their families, and schools built consensus on how to improve transition

Youth Connections E-mentoring and vocational exploration:

- E-mentoring connects youth with community members and local businesses
- Vocational exploration activities
- Information on local services
- Participants became engaged in work and career advancement
- Participants saw the value in school subjects
- Community participants viewed participants as assets to the community
- Community agencies, businesses, and schools improved their transition partnerships
Resource Mapping (MyTransitionIowa.org is one example):

- Resource mapping has to assertively push information and resources to youth and their families in formats they can access.
- The target audiences of transitioning youth and their families do not expect to find resources so marketing has to be designed to reach them.
- These resources are useful to school and agency personnel working with transitioning youth.
- Resource mapping has to address local variations.
- Team membership changes according to stage of development and what members want from the resource mapping process.
- Core team members keep the vision alive.
- Sustainability depends on several factors; consider the time and staff needed to maintain and update the resulting Resource Map product.
- Be sure to invite all stakeholders to join your team and keep membership open as resources change over time.
- Gaps and barriers to access and seamless service don’t have to exist. The resources typically exist somewhere—somebody has to find them.
- Resource maps get substantial word-of-mouth advertising among targeted audiences if they are seen as useful.